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ABSTRACT

This document serves as a guide for establishing new supervised occupational experience (SOE) programs in agriculture and/or updating/improving existing SOE programs. It is designed for use by administrators, guidance counselors, agricultural teachers, advisory committee members, and others who have an interest in or responsibility for the school curriculum. Section I lists the major steps (activities) for establishing/improving existing programs. Individuals and/or groups needed to carry out the activities are suggested. Section II provides guidelines for conducting high quality SOE in agriculture and suggested strategies for implementing these guidelines. The 11 areas for which guidelines and strategies are provided include definition, purposes, types of SOE, clientele, administrative support and policies, supervision/coordination/placement, relationship to in-class instruction and Future Farmers of America, legal requirements, evaluation, and options for using SOE as part of an agricultural sequence in New York State. Some adaptation is anticipated to meet individual school situations. Section III contains supplemental materials, including a teacher calendar of key SOE activities and a glossary of terms. (YLB)

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A Guide For Meeting Credit And Sequence Requirements In The New York Regents' Action Plan Through:

Supervised
Occupational
Experience
Programs

ED265399

Bridging the Gap
Between School and
the Workplace

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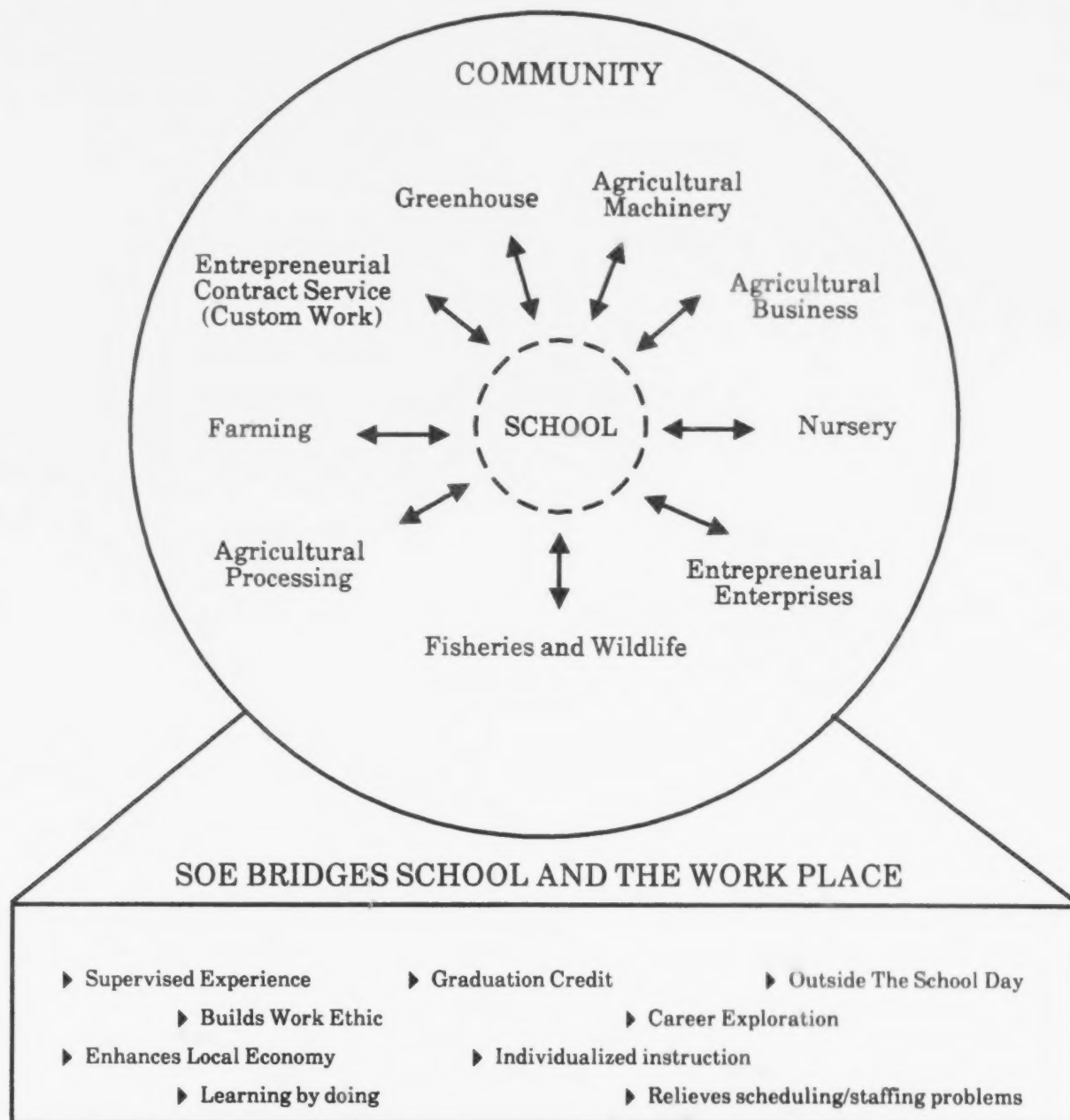
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12245-0001.

Do You Have Students Who:

- ▶ Have difficulty scheduling graduation requirements during the school day.
- ▶ Need to develop knowledge, skills, and attitudes through work experience.

Then...

A Supervised Occupational Experience Program in Agriculture
(school / community based learning)
is an Option Worth Exploring



IF THESE SOE FEATURES INTEREST YOU, PLEASE READ THE NEXT TWO PAGES; THEN USE THE REST OF THE DOCUMENT AS NEEDED

Preface

"Message to Administrators, Guidance Counselors, and Agriculture Teachers"

Supervised occupational experience (SOE) in agriculture may be used for up to two units of credit toward a five unit agricultural sequence under the new regents action plan. The SOE programs which take place outside the school day or summer can alleviate the problem of not enough class periods in the school day to schedule both the regents increased academic requirements and an occupational sequence in agriculture. Earning SOE credit also provides more time to schedule compensatory education and repeat courses for lower ability students. All students including those with high academic ability students can learn valuable knowledge, skills and attitudes, as well as explore career options through a work experience program. Cost savings may also be realized in fewer staff needed to teach the sections required for students to earn the minimum of 18.5 units for high school graduation. The fewer number of class sections may reduce the number of classroom and laboratory space otherwise needed to meet the action plan requirements. At the same time, a high quality SOE program can provide students with valuable education in preparation for the world of work.

This reference guide is designed for use by administrators, guidance counselors, agricultural teachers, advisory committee members and others who have an interest or responsibility for the school curriculum and who wish to explore the SOE option. The SOE guidelines and implementation strategies contained in this document are based on findings from a three year, eleven state study on SOE conducted by agricultural education staff at Cornell University (see acknowledgements page). Ten topical headings in the sections which follow are used to organize the guidelines and implementation strategies for clarity and ease of use.

The contents of this document are not required by the State Education Department, although they have been reviewed and are supported by the agricultural education staff in SED. The credibility of the document, primarily rests in successful implementation in school tryout centers in eleven northeastern states. Some adaptation of the document should be anticipated to meet individual school, school district, and community needs. The authors hope you will find this guide useful for establishing a new SOE program or improving an existing one.

How To Use This Guide

The contents of this document serve as a guide for establishing new supervised occupational experience (SOE) programs in agriculture, and/or to update/improve SOE programs.

The guide is organized in three sections: (I) "The major steps to follow for establishing/improving supervised occupational experience programs"; (II) "Guidelines and implementation strategies for planning, implementing, and evaluating SOE"; and (III) "Supplemental Materials." The purpose of each section of the guide are stated below.

SECTION I lists the major steps (activities) for establishing a new SOE, and for improving existing programs. Individuals and/or groups needed to carry out the activities are suggested. The steps provide a process for SOE implementation and serve to clarify the roles and responsibilities of key individuals and groups involved with SOE.

SECTION II provides guidelines for conducting high quality SOE in agriculture, and suggested strategies for implementing these guidelines. The eleven areas for which guidelines and strategies are provided include definition, purposes, types of SOE, clientele, administrative support and policies, supervision/coordination/placement, relationship to in-class instruction and FFA, legal requirements, evaluation, and options for using SOE as part of an agricultural sequence in New York State. The guidelines and strategies presented are those found "to work" in successful SOE programs. However, some adaptation is anticipated to meet individual school situations.*

SECTION III contains supplemental materials including a glossary of terms intended to establish operational definitions for use in this document.

* An expanded version of Section II is available for persons desiring additional reference materials. The publication titled "Guidelines, Implementation Strategies, and Resource Materials For Improving SOE in the Northeastern United States contains educational materials (e.g. sample lesson plans for planning SOE with students) keyed to the respective guidelines and strategies. Requests for the document should be directed to: Instructional Materials Service, Roberts Hall, Cornell University, Ithaca, New York 14853. A \$10 charge will be made for duplication and mailing. An order form is provided in the back of this publication.

Acknowledgements

Appreciation is expressed to the agriculture teachers, administrators, and students who participated in the research study leading to the development of this document. Persons in the schools listed below were involved in either a one year data collection procedure to develop the draft guidelines; or in a one year tryout of the draft version. Without their cooperation and dedication the project could not have been completed.

School Name	State
Rockville H.S.	Connecticut
New Smyrna H.S.	Delaware
Queen Anne's County H.S.	Maryland
Wachusett Regional H.S.	Massachusetts
Alvirine H.S.	New Hampshire
Oakcrest H.S.	New Jersey
Midlakes H.S.	New York
Northern Bedford County H.S.	Pennsylvania
Hedgesville H.S.	West Virginia
Randolph Area Vocational Center	Vermont
Ft. DeFiance H.S.	Virginia
Barren County H.S.	Kentucky

The authors of this publication are Arthur Berkey, Professor of Agriculture Education; and Dean Sutphin, Assistant Professor of Agriculture Education, Department of Education, New York State College of Agriculture and Life Sciences, Cornell University. Graduate student research assistants and undergraduates who assisted with the project were invaluable in carrying out various tasks over the three year period. Among those who contributed in this category were Pattie Dugan, Jeff Wood, Dave Whaley, Sue Taylor, and Janet Lamia. Credit is extended to the New York State Education Department, and in particular the staff members in Agriculture Education for their review of this document. Ginny Burness, typist served the project well by preparing drafts, correspondence, and typing the final versions.

Special thanks are given to Cornell University Experiment Station whose staff administered the funding of the project through Hatch revenues.

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SECTION I

STEPS FOR ESTABLISHING-IMPROVING SOE PROGRAMS

MAJOR STEPS FOR ESTABLISHING A NEW SOE PROGRAM

Steps	Activities	Individual/Group Responsible
1.	Review the contents of this document	Administrator; Agricultural Teacher
2.	Use an advisory committee to review and modify the SOE guidelines and implementation strategies in this document	Agricultural Teacher; Advisory Committee
	a. Seek additional resource material and/or assistance from the State Education Department (SED)	
	b. Include budget item requests for teacher supervision duties and travel expenses	
3.	Submit plan to school administration and Board of Education for approval	Agricultural Teacher; School Administrator; District Administrator
4.	Implement SOE plan	Agricultural Teacher; with support from School administration
5.	Revise SOE plan annually based on review of the program	Agricultural Teacher; Advisory Committee School Administration

MAJOR STEPS FOR IMPROVING AN EXISTING SOE PROGRAM

Steps	Activities	Individual/Group Responsible
1.	Review contents of this document and adapt the contents to meet local needs	School Administrator; Agriculture Teacher; Advisory Committee
2.	Prepare a summary/report of the existing SOE program for review. This document could be used as a checklist to identify major sections of the summary.	Agriculture Teacher
3.	Compare the existing SOE program with material in this document to identify the most suitable local plan	Advisory Committee; Agriculture Teacher
4.	Submit a revised plan (if needed) or documentation of existing program to school administration a. Seek advice for revision strategies from SED staff or information from other sources if needed b. Include budget items for teacher SOE supervision duties, travel expenses and other areas which need board and/or administration approval	Agriculture Teacher based on Advisory Committee input
5.	Continue SOE program under approved plan	Agriculture Teacher
6.	Review SOE plan based on an annual review of the program	Agriculture Teacher; Advisory Committee; Administrators

SECTION II

SOE GUIDELINES AND IMPLEMENTATION STRATEGIES

Note to the Reader

The guidelines represent minimum standards as well as a conceptual base for quality supervised occupational experience (SOE) programs in agriculture. The guidelines may also be used as a basis for formulating a local school policy. The implementation strategies are suggested ways to implement the guidelines. Selection of the most appropriate strategy should be based on the local school situation.

DEFINITION

GUIDELINES

Supervised occupational experience (SOE) programs are agricultural activities of educational value conducted by students outside class and/or on school-release time involving a minimum of 300 hours of student experience activities for which systematic instruction and supervision are provided by their teacher, parents, employer, and/or others.

IMPLEMENTATION STRATEGIES

1. Communicate the definition of SOE to students by providing systematic instruction on SOE as part of the regular school day class.
2. Communicate the definition of SOE to teachers, students, parents, employers, administrators, guidance counselors, and other individuals involved with SOE by selecting one or more of the following strategies:
 - a. An information brochure *1
 - b. Policy Statements *2
 - c. Discussion with individuals
 - d. An open house
 - e. Information posters
 - f. A bulletin board with text and pictures describing SOE *3
 - g. Slides, transparencies and charts
 - h. Newspaper and magazine articles
 - i. Field trips to student/alumni SOE
 - j. Community displays
 - k. FFA activities such as FFA awards banquets

Note: An "*" is used to indicate that additional resource materials such as sample brochures, reports and plans are available on request. The type of material can be identified by the number after the asterisk which is keyed to the list/order form on page 23. A \$10.00 duplicating/mailling charge will be assessed for these items.

PURPOSES

GUIDELINES

A clear understanding of the fundamental purposes of supervised occupational experience programs by teachers, students, and other persons directly involved is essential. Such an understanding is necessary to provide direction and guidance to the school occupational experience program. The purposes applicable to all types of SOE include:

1. Develop knowledge and skills in agriculture needed for employment in an agricultural occupation.
2. Practice skills learned in the instructional program.
3. Motivate students to realize the importance and practical application of knowledge and skills taught in the total school curriculum.
4. Become established in agriculture (either farming or other components of the agricultural industry).
5. Explore agricultural career options.
6. Develop a positive work ethic and the attitudes needed for placement and advancement in an agricultural career.
7. Develop a positive self-concept and the maturity to productively contribute to society and the world of work.
8. Provide for students to earn, save, invest, and wisely spend money.

IMPLEMENTATION STRATEGIES

1. Communicate verbally and/or in writing the purposes of SOE to employers and parents during visits.
2. Teach units on SOE during school day agriculture classes.
3. Prepare a list of purposes for distribution to interested persons.
4. Incorporate the purpose into an SOE policy statement for the school program which recognizes local needs. *2

CLIENTELE

GUIDELINES

All students enrolled in vocational agriculture class should have SOE as part of their vo-ag class. Students who have SOE beyond the size and scope required for class will receive additional credit toward graduation. The type of SOE varies with the student's maturity, expertise, career objective and opportunity.

IMPLEMENTATION STRATEGIES

1. Provide information to students each spring on the SOE component of the vocational agriculture program prior to preregistration for the next year through a) school assemblies, b) individual contacts with guidance counselors, c) an after school orientation session, d) an information brochure distributed to students in feeder school or in the home school, and e) programs presented to other school organizations.
2. Offer an introductory/exploratory agriculture course or unit to 7th, 8th, or 9th grade students. The Introduction to Occupations course in the New York State Regents Action Plan is one appropriate place for an introductory agriculture unit.
3. Recruit and screen students who (a) have an occupational interest in agriculture, (b) are interested in the school agriculture program, (c) are academically capable of completing the course work, (d) are able to perform required physical tasks, and (e) agree to conducting occupational experience. Use of an agriculture interest inventory is suggested.
4. Visit students who have preregistered for vo-ag prior to fall enrollment to screen, identify SOE opportunities, and begin to develop tentative SOE plans.
5. Include SOE in the course description so that students know in advance that SOE is an integral part of vocational agriculture.
6. Plan and implement an appropriate SOE for each student during each year of the student's program. The SOE should match student maturity, interest and career choice. *8

TYPES OF SOE

GUIDELINES

One, or any combination, of the following agricultural ownership or placement types of SOE are appropriate for students.

1. Work in the family owned business
2. Secure placement with an employer
3. Become self-employed (entrepreneurial) – either enterprise or contract services
4. Secure school based experiences and/or employment (outside agricultural class time)

Note: The intent of the typology listed above is to describe options available to students. The literature contains various descriptions of acceptable types of SOE. For example, material distributed during the 1982 National SOE Workshop considered SOE of two types – placement or ownership.*4

IMPLEMENTATION STRATEGIES

1. Prepare a list of acceptable activities and projects for students with limited opportunities. Examples of such activities and projects are: flower shows, county fairs, hobby greenhouses, cold frames, and animal chains. *5
2. Use a student SOE planning sheet during a teacher, student and parent conference session to select an appropriate type of SOE. *6
3. Show slides in class depicting the various types of occupational experience programs of former students.
4. Take students on field trips to advanced experience projects, making sure that various types of SOE are observed.
5. Use resource persons to explain various types of SOE and to stress the importance and use of SOE. This can be done during group or individual instruction. Examples of resource persons are alumni members, current students with SOE, and other agriculture teachers.
6. Show movies of American Farmers obtained from the FFA Supply Service, or show other appropriate films from various supply services.
7. Describe SOE alternatives during in-class instructional units on selecting and planning SOE.
8. Assist students to acquire resources such as loans, and animals through FFA and community programs (e.g. animal chains and special bank loans to students).
9. Describe SOE to young farmer groups and other organizations/groups which have members who could provide agricultural employment to students.
10. Establish procedures to match student abilities and interests with work experience opportunities.

SCHOOL ADMINISTRATIVE SUPPORT AND POLICY

GUIDELINES

School administrative support is essential for a high quality SOE in vocational agriculture. A general plan/policy concerning the SOE component of vocational agriculture should be developed. The plan/policy should be approved by the agricultural instructor, the school administrator, guidance counselors, and central office administration. The policy should:

1. Require all students to conduct a SOE at a minimum level which will count toward class grade and credit.
2. Adopt a suitable record book or recordkeeping system (which could be computerized) to keep accurate financial transactions, and to record student competency development.
3. Provide credit toward graduation; a) as part of the vocational agriculture class credit, and b) additional credit toward graduation for students with SOE's that exceed the class requirements.
4. Secure/provide appropriate SOE opportunities that are accessible to all students enrolled regardless of handicaps, disadvantage, or other special student characteristics. The SOE should be tailored to meet student needs.
5. Arrange the student's schedule with the school guidance counselor to best accommodate the student's SOE which is realistic in terms of the student's educational program.
6. Establish preregistration guidelines and scheduling procedures.
7. Require an annual report on SOE for the purpose of reviewing, and revising as necessary, the occupational experience program.
8. Provide the agriculture teacher or coordinator/supervisor of SOE with a minimum of one class period of released time from school to conduct supervisory visits as needed based on the student load.
9. Provide to the agriculture teacher(s) a school vehicle or mileage reimbursement for SOE supervising visits.
10. Include summer employment in the teacher's contract for SOE supervision activities.

IMPLEMENTATION STRATEGIES

1. Write a policy statement for SOE using material in this document.
2. Conduct an annual review of SOE with input by students, the agricultural teacher, advisory committees, school administrators, and others immediately involved with SOE such as the vocational directors, guidance counselors and school principals.

3. Complete and file an annual report of student's SOE with the school administrator and the state supervisor of agricultural education in the State Department of Education. *9 This report should include the following:
 - a. The number of student hours required for SOE
 - b. The number of supervisory visits per student by type of SOE
 - c. The number of hours spent by teacher(s) supervising SOE
 - d. The number of hours of paid and unpaid labor each student worked
 - e. The amount of money earned by each student
 - f. The totals for each of items b-e
4. Conduct an annual meeting with school guidance counselors, prior to registration in the spring. The purpose of this meeting is to explore improvements in the occupational experience program, identify present problems with scheduling, discuss any anticipated problems for the coming year, and discuss other concerns about SOE.
5. Solicit assistance and recommendations from State Department of Education personnel and teacher education faculty regarding the establishment of a school policy statement on SOE.
6. Conduct an orientation session on SOE for new school teaching and administration personnel who would be involved with, or affected by, the occupational experience program.
7. Invite administrators and guidance counselors to accompany the teacher on SOE visits.
8. Include SOE record books or computerized systems in the school textbook cost.
9. Consider the following scale in allocating Carnegie units for SOE:

300 hours per year of paid or unpaid labor involving experience in appropriate agricultural competencies	=	Required for the regular school day class credit
Additional 300 hours of appropriate paid or unpaid labor in one year	=	One additional credit for 300 hours or fraction of credit if less than 300 hours

SUPERVISION / COORDINATION / PLACEMENT

GUIDELINES

Supervision and coordination (preferably by the agriculture teacher) are essential for high quality supervised occupational experience programs. Guidelines for supervision/coordination/placement are:

1. Involve the employer, teacher, student, and parents in systematic planning (via written contract) of the SOE to include relevant competencies, skills, and experiences. *10
2. Involve teacher, employer, and/or parents in supervising SOE where applicable.
3. Conduct a minimum of four supervisory visits per student during appropriate times of the year. Emphasis should be on summer visitations for occupational experience programs which are primarily conducted during the summer months.
4. Maintain adequate teacher records to determine student progress, and to assist in placement by utilizing a systematic procedure. *12

IMPLEMENTATION STRATEGIES

(SUPERVISION AND COORDINATION)

1. Take a minimum of one photograph of each student's SOE annually and place it in the students' agriculture permanent record and/or use it for publicity.
2. Conduct an orientation session in the fall for the parents of students to explain SOE including purpose, role of the teacher, and students, and the supervision process involved in SOE.
3. Utilize a checklist of items and activities which should be conducted by the teacher during a supervision visit. *14
4. Plan visits and conduct a final check at least one day in advance by contacting all persons involved with the supervision visit (i.e. the employer, student and parent.)
5. Have supervisors (parents, employers) sign an agreement regarding their responsibilities in the supervision of the agriculture student. *10
6. Utilize an advisory committee to identify work stations for SOE.
7. Utilize the annual assessment inventory as a basis for the evaluation of the final summary of students' record books. *15

IMPLEMENTATION STRATEGIES

(PLACEMENT)

1. Contact businessmen in the community to explain occupational experience programs, and add the names of those who agree to participate to the list of placement centers.
2. Review annually the SOE placement procedures and program status with the vocational agriculture advisory committee for their recommendations.
3. Prepare students through classroom instruction to personally seek agricultural jobs in the community that are appropriate to their career goals, and which are acceptable occupational experience projects.
4. When students make the first contact with a prospective SOE placement site conduct a follow-up visit with employer.
5. Determine through consultation between the agriculture teacher and the employer, student and/or parents the most appropriate placement site considering the student's career objective, ability, and the site proximity to the student's home.
6. Identify appropriate types of placement by showing slides and pictures of past projects.
7. Involve guidance counselors in planning students' schedules if school release time is required for SOE placement (e.g. for co-op students).
8. Provide classroom instruction on how to locate a job, fill out a job application, and interview for a job.
9. Use written contracts between teacher, employer, student, and parents to establish a favorable learning/working environment. *10
10. Encourage students to go through normal hiring procedures for obtaining and keeping a job. *13
11. Ask employers to provide job orientation for students as part of the training agreement.
12. Provide school-based SOE for students with limited opportunities/abilities by utilizing school laboratories and/or other opportunities. *5

RELATIONSHIP TO IN-CLASS INSTRUCTION

GUIDELINES

In-class instruction and SOE should be closely coordinated using the following guidelines:

1. Teach the following units concerning SOE in sequence.
 - a. Relationship between classroom instruction, the FFA, and occupational experience programs.
 - b. Selecting SOE
 - c. Planning SOE
 - d. Recordkeeping
 - e. Summary and analysis of SOE
2. Teach technical competencies through classroom activities which relate to the students' SOE.
3. Provide safety instruction in the classroom which relates to student SOEs. Emphasis should be placed on safe procedures, on recognition and avoidance of hazards, and on respect for safe work environments.
4. Allocate time during class (total group and/or individual) and/or during SOE visits for:
 - a. Regularly scheduled recordkeeping updates.
 - b. End of year summary and analysis.
 - c. Planning a SOE for the coming year.
 - d. Developing technical skills to solve problems concerning student SOEs.
 - e. Discuss agricultural problems related to student SOEs.
5. Include SOE as part of the final grade for each marking period.

IMPLEMENTATION STRATEGIES

1. Use prepared lesson plans and resource material to teach SOE including:
 - a. state approved curriculum guides
 - b. commercially prepared modules and plans
 - c. teacher developed material *16
2. Use the school land lab (farm) for students to learn and practice basic technical competencies.

3. Use competency progress charts/records for students. *17, 18
4. Set aside a certain period of time each week or month for SOE related work such as updating records.
5. Include SOE when evaluating student progress each grading period. A minimum of 10% of the grade for SOE each grading period is recommended.

RELATIONSHIP TO FFA

GUIDELINES

The integral relationship between SOE and the FFA benefits students in vocational agriculture. Specifically, the FFA is used to enhance SOE by:

1. Motivating students through national, state, and locally sponsored FFA awards on proficiency in SOE.
2. Combining FFA Community Service Activities, BOAC, and other activities with students SOEs.
3. Publicizing SOE activities in such ways as newspaper articles and speeches to community organizations.
4. Cooperatively purchasing SOE supplies through the FFA to save students money.

IMPLEMENTATION STRATEGIES

1. Sponsor awards through the FFA Alumni for student SOE proficiency.
2. Conduct FFA meetings during the school day to avoid interference with SOE since most SOE is after school hours.
3. Print articles, pictures, etc. related to SOE in local newspapers.
4. Prepare radio spot announcements/programs on student SOE.
5. Use the FFA Supervised Occupational Experience standing committee to plan appropriate activities in the program of work related to SOE.
6. Use the FFA proficiency award contests to encourage high quality SOE projects.
7. Buy supplies for student SOEs cooperatively through the FFA.

LEGAL REQUIREMENTS

GUIDELINES

Federal and state youth employment laws will need to be considered in developing and implementing a school SOE program. Guidelines concerning legal requirements are:

1. Consult the state youth employment commission, local employment commission or school/career development center to:
 - a. Secure forms the student will need to obtain work permits/certificates required by the state and federal governments.
 - b. Access information and/or forms which students will need concerning social security, workmen's compensation, income tax, and other programs where paid participation is required.
 - c. Access information concerning minimum wage laws, and other regulations, concerning the employment of youth.
 - d. Provide employers information on any targeted tax credits available.
 - e. Establish a training agreement with employers which meets the legal requirements of Federal and State governments.
 - f. Establish and maintain an active file in the department, or other appropriate school office, of legal requirements concerning youth which is accessible to students, parents, employers, and other individuals associated with SOE.
 - g. Require a safe working environment where safety procedures are followed as a prerequisite for the setting of supervised occupational experience programs.

IMPLEMENTATION STRATEGIES

1. Contact the following for information regarding legal requirements:
 - a. School career placement/guidance office
 - b. State Employment Service Office
 - c. Labor Department Office
 - d. Bureau of Employment Security, U.S. Dept. of Labor, Washington, D.C. 20210
 - e. Federal Income Tax Manual
 - f. Internal Revenue Bureau
 - g. The Agricultural Education staff of the State Education Department
2. Establish agreement forms for occupational experience programs that account for legal concerns. *10
3. Incorporate legal requirements concerning employment as a part of a unit of in-class instruction.
4. Assist employers in identifying and processing forms for disadvantaged students with SOE who are eligible for employer tax credits.

EVALUATION

GUIDELINES

Guidelines for the evaluation of individual student SOEs and the department SOE program are:

1. Evaluate student record books each school grading period.
2. Involve the student, employer, teacher, and parents in the evaluation of the record book and student SOE activities each grading period as appropriate.
3. Provide students with an annual evaluation of their SOE after they have summarized their SOE records for the year.
4. Evaluate the vocational agriculture department's SOE program annually. The evaluation should include comments from students, the agriculture teacher, the local advisory council, guidance counselors, and the immediate school administrator.
5. Follow-up agricultural graduates to evaluate and obtain recommendations to improve the department's SOE program.

IMPLEMENTATION STRATEGIES

1. Require students to give oral reports of their occupational experience program in class. Use the reports and a discussion session to motivate other students.
2. Use rating sheets for teachers, parents, and employers to evaluate student occupational experience projects each school grading period.
3. Use SOE visits as a means to assess and improve the student's SOE.
4. Review and grade record books after the annual summary. Factors to consider in grading include SOE opportunity, accuracy, neatness, and experience quality. Students should receive a written evaluation such that areas needing improvement are clearly communicated.
5. The agricultural advisory committee should annually review, and make recommendations concerning the total occupational experience program.

USE OF SOE TO MEET NEW YORK STATE HIGH SCHOOL GRADUATION CREDIT AND SEQUENCE REQUIREMENTS

GUIDELINES

SOE should be part of every student's agricultural class and reflect in the grade for the class. Student SOE programs which are above the minimum class SOE requirement can result in additional credit toward high school graduation. Credits allowed toward an agricultural sequence under the New York State Regents Action Plan is one unit maximum for a four unit sequence and two units for a five unit sequence.

IMPLEMENTATION STRATEGIES

Suggested options are listed below for including SOE in an agricultural sequence within the Regents Action Plan. Other alternatives may be identified at the local level.

Sample Agricultural Sequences

A. 4-Unit Sequences

- | | |
|---|---------------|
| - Introduction to Occupations | 1 Unit |
| - Basic Agricultural Skills | 1 Unit |
| - Advanced Agricultural Skills | 1 Unit |
| - Optional Modules in Area of Study Emphasis | |
| or one (1) unit from Approved Program Outside of Agriculture, | |
| or one (1) unit from Cooperative Work Experience | <u>1 Unit</u> |
| | 4 Units |

For students entering an agricultural program without having completed Introduction to Occupations. The student must acquire the competencies in the two modules required for all occupational education students in the Introduction to Occupations program.

- | | |
|--|----------------|
| - Basic Agricultural Skills | 1 Unit |
| - Advanced Agricultural Skills | 1 Unit |
| - Specialized Agricultural Skills, | |
| or one (1) unit from Cooperative Work Experience | |
| or one (1) unit from approved program outside of agriculture | <u>2 Units</u> |
| | 4 Units |

B. 5-Unit Sequences

- | | |
|---------------------------------------|----------------|
| - Introduction to Occupations | 1 Unit |
| - Basic Agricultural Skills | 1 Unit |
| - Advanced Agricultural Skills | 1 Unit |
| - Cooperative Work Experience Program | <u>2 Units</u> |
| | 5 Units |

- Introduction to Occupations	1 Unit
- Basic Agricultural Skills	1 Unit
- Advanced Agricultural Skills	1 Unit
- Program Other Than Agriculture	1 Unit
- Cooperative Work Experience Program	<u>1 Unit</u>
	5 Units
- Introduction to Occupations	1 Unit
- Basic Agricultural Skills	1 Unit
- Advanced Agricultural Skills	1 Unit
- Cooperative Work Experience Program	1 Unit
- Advanced Youth Leadership - FFA	1/2Unit
- Specialized Agricultural Skills	<u>1/2Unit</u>
	5 Units

For students entering an agricultural program without having completed Introduction to Occupations. The student must acquire the competencies in the two modules required for all occupational education students in the Introduction to Occupational program.

- Basic Agricultural Skills	1 Unit
- Advanced Agricultural Skills	1 Unit
- Specialized Agricultural Skills, or approved program outside of agriculture	1 Unit
- Cooperative Work Experience Program	<u>2 Units</u>
	5 Units

SECTION III

SUPPLEMENTAL MATERIALS

TEACHER CALENDAR OF KEY SOE ACTIVITIES

THROUGHOUT THE YEAR

- supervise student occupational experience programs
- review student project books monthly
- provide inclass time each month for student update of records
- teach units on record keeping and SOE
- take pictures and maintain other appropriate documentation of student SOEs
- identify and contact potential SOE placement centers

MONTHLY

July/August

- conduct planning visit with new students
- conduct summer supervisory visit with all continuing students
- purchase record books for new school year
- conduct summer SOE related activities such as a county fairs

September/October/November/December

- distribute new record books and teach SOE units to new students
- plan new and continuing SOEs for January start up-date
- review opportunities for SOE placement based on perceived demand for new and continuing SOEs in January

January/February/March

- summarize and determine a final grade for record books
- complete proficiency award applications based on student SOEs
- complete and file annual report of student SOEs with appropriate administrators/supervisors
- implement SOEs for the new year
- evaluate, review and/or revise school SOE policies and procedures

April/May/June

- provide appropriate information to prospective new students about SOE
- consult with guidance counselors about student opportunities for SOE
- establish a procedure for summer SOE activities with students

GLOSSARY OF TERMS¹

Agribusiness

The profit-motivated enterprises that involve providing supplies and/or service needed by those engaged in agricultural production, and/or the processing, marketing, transportation, and distribution of agricultural materials and consumer products.

Agricultural Occupation

An occupation that requires agricultural knowledge and skills.

Agriculture

The broad industry engaged in the production of plants and animals for food and fiber, the provision of agricultural supplies and services, and the processing, marketing, and distribution of agricultural products.

Cooperative Vocational Education

An organized program of instruction in an occupational field designed to provide supervised on-the-job training and related instruction through a written training plan agreed to by the student, parent, employer, and school. The program, which is one type of SOE, is often referred to as "coop" and usually requires school-release time.

Entrepreneurial

A type of occupational experience project whereby an agricultural student undertakes a business venture for making profit on an investment while acquiring planned agricultural knowledge and competencies.

In-Service Training for Teachers

An educational process that includes the policies, plans and procedures in which professionally related needs and tasks serve as the basis for the educational program of employed teachers.

Off-Farm Agricultural Occupation

An occupation that deals with the processing, marketing, and distribution of agricultural products, or an occupation providing supplies and services to agricultural production.

On-Farm Agricultural Occupation

An occupation that deals with production of plants and animals and farm-business management.

School Farm (Land Laboratory)

Land controlled by the public school that is used to provide students with occupational experiences in agriculture.

School Laboratory (Agriculture)

Facility controlled by the school that furnishes students with exploratory and learning activities designed to develop knowledge and skills in agriculture. School laboratories include facilities such as: a school farm, plant nursery, a forest laboratory, a classroom laboratory, farm structures and equipment, and a greenhouse.

Vocational Agriculture

The curriculum or program in agricultural education designed to offer students at the secondary level the opportunity to explore and prepare for agricultural occupations.

Vocational Student

An individual with a vocational objective enrolled in a vocational education program leading to entry or progress in a chosen occupational field.

Work-Study Program

A school program designed to provide financial assistance through part-time employment in non-profit agencies for students who require such aid in order to enter or continue their education and training in a vocational education program.

¹Knebel, Earl H. and Richardson, William. Terminology of Importance to Professionals in Agricultural Education. December 1980.

For Additional Information

Resource materials are available where indicated by an asterisk "*" for individual guidelines and strategies. A \$10.00 charge will be made for duplication and mailing. Please use the order form on page 24.

Order Form SOE Resource Materials

Please return this form to have reference material packet mailed to you. There is a \$10.00 handling/postage and copying charge. The items listed below are included in the packet.

<u>Resource Material</u>	<u># of pages</u>
Sample Informational Brochure	1
Sample Policy Statement	2
Sample Bulletin Board	1
SOE Types, Emphasis and Locations	1
List of Acceptable SOEP Activities and Projects for Students with Limited Opportunities	1
Sample - Student SOE Self Assessment Sheet	1
Sample Form to Obtain Background Information on Students	2
Criteria for Identifying Appropriate SOEP for Individual Students	1
Sample Annual Report	1
Sample Training Agreement	1
Sample Training Plan	1
Sample On-Site Supervision and Instruction Report Form	1
Sequence of Steps to Obtain a Job for SOEP	1
Things to Do During SOEP Visits	1
Sample Form the Annual Assessment Inventory	1
Instructional Plans for Teaching SOEP and Transparency Masters	70
Sample Weekly Report Form	1
Sample Progress Chart	1
What to Include in a Complete Record Book	1
Regional Offices for Occupational Safety and Health	1
Location of Offices of Wage and Hour Administration	1
Sample Student Rating Sheet	1
Sample Progress Report	1
Sample Evaluation Form for On-the-Job Instructors	1

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